

# Special Education Programs

APRIL Newsletter



## SEP Program Staff

**Linda Turner**, Division Director  
**Wendy Trujillo**, Administrator  
**Melissa Bothun**, PD Specialist  
**Angel Corrales**, Data Manager  
**Melissa Flor**, Accountability Manager  
**Debra Willert**, 619 Coordinator  
**Jessica Ahlers**, Alt Assessment Co.  
**Beth Schiltz**, Assessment & HS  
Transition Specialist  
**Brandi Gerry**, Part B SSIP & Literacy  
Plan Co-Director  
**Melissa Manning**, Senior Secretary

## Regional Representative List

Contact: 605.773.3678

## Next SPED Director Call

April 19<sup>th</sup>, 2022 - 10am CT

Connect through ADOBE:

<https://taese.adobeconnect.com/sdta/>

For audio dial: 888-387-8686

Passcode: 818 562 8373

### Agenda Items:

- Bookshare
- Extended School Year (ESY)
- Indicators 11/12
- IDEA Part B Grant Overview

## SPED Program Highlights

### Special Ed Connections

The South Dakota Department of Education / Office of Special Education, has partnered with LRP Publications to provide every school district in the state with access to *Special Ed Connection*® ([www.specialedconnection.com](http://www.specialedconnection.com).) You may remember having access to this valuable resource in the past, and due to popular demand, we are excited to be able to bring it back!

*Special Ed Connection*® is your one-stop-shop for:

- Best practices to meet legal and regulatory mandates
- Ready- to-use charts, checklists, and professional development tools to help you guide and train staff
- Staying current on policy changes coming from the Biden administration and the U.S. Department of Education
- Up-to-the minute guidance to address pandemic-related challenges

***Even though you may have had access in the past, in order to activate your access again, please read and complete the following. Attached you will find 2 documents:***

- A **license agreement** to be filled out and signed by you (Special Education Director.)
- *Special Ed Connection*® is intended for all school staff including teachers, principals, paraprofessionals, nurses, etc., so also attached is a **staff access list spreadsheet** for you to provide the names and emails of your staff who would benefit from having access to *Special Ed Connection*®. They will also be signed up to receive the *daily eConnections email* that is an optional, value-added component of your subscription to *Special Ed Connection*®.
- **Both documents should be sent back to Theresa Harr at LRP Publications as soon as possible:** [tharr@lrp.com](mailto:tharr@lrp.com)
- Once LRP receives and processes your documents, you and everyone on your staff user list will receive a welcome email containing the login information for your district and invitations to attend an introductory webinar to learn more about *Special Ed Connection*® and how it will be of value to you in your work with students with disabilities every day.

## DOE Highlights

**Extraordinary Cost Fund application now available.** For any school district that is eligible and may be interested in applying for special education Extraordinary Cost Funds (ECF), the application is available through April 29. Applicants should review the instructions and information posted to our ECF webpage: <https://doe.sd.gov/ofm/exordincost.aspx> The link to access the ECF online application is also available on this page.

**Summer schools require calendar.** If your district is offering a Summer School program for the 2021-22 school year (summer 2022), a calendar is required and due in Infinite Campus by April 29. If you have questions, please contact [Teri.jung@state.sd.us](mailto:Teri.jung@state.sd.us) in DOE's Division of Data Management.

## SPED PROGRAM

### FEATURE

### PRESENTATION

Web-based platform  
for Indicator 11 and 12  
data coming soon...

**NEW** Accountability Process  
web-based platform to include  
Indicator 11 and 12 data

Beginning school year 2022-2023 Special Education Programs will be launching a web-based program to facilitate the Accountability Process. Indicator 11 and 12 data will be collected via the new platform with hopes it will be available to district to begin entering data in September 2022.

More information to come!!

The 2021-22 data submission will be submitted via launchpad.

- Passwords remain the same from last year
- Indicator 11 data is due August 1<sup>st</sup>, 2022
- Indicator 12 data is due September 1<sup>st</sup>, 2022
- Districts must sign off in launchpad, even if there is no data, by the due dates

Questions may be directed to  
[Debra.Willert@state.sd.us](mailto:Debra.Willert@state.sd.us)

## Federal Highlights

### March 24, 2022 Letter to Educators and Parents Regarding New CDC Recommendations and Their Impact on Children with Disabilities

Today, Education Secretary Miguel Cardona wrote a [letter](#) to educators and parents regarding new Centers for Disease Control recommendations and the recommendations' impact on children with disabilities. This letter addresses the needs of students with disabilities as we move into a new phase in our response to the pandemic. The letter addresses the CDC's February 2022 framework for identifying COVID-19 Community Levels and encourages schools to lead with equity and inclusion to ensure all students have access to in-person learning alongside their peers.

The letter includes sections on leveraging the individualized education program or Section 504 process to ensure schools have protections in place to protect in-person learning; continuing use of layered prevention strategies to keep school communities safe; and ensuring students receive education and services in the least restrictive environment.

## Early Childhood Highlights

**Indicator 6 – Early Childhood Least Restrictive Environment** – Last month the resource for Indicator 6 was the [ECTA Center: State Examples for Inclusion](#). This month's resources begin with the second indicator of Early Care and Education Environments for inclusion. [Early Care and Education Environment Indicators of High Quality Inclusion and Exemplars \(usf.edu\)](#)

ECEE INDICATOR 2: Family Partnerships - *"Personnel develop authentic and culturally responsive relationships with families that involve daily communication about children's learning and development and frequent celebrations of the child. Families have multiple and varied opportunities to provide input into their child's learning and supports".*

1. Create an environment for open communication between with families
2. Bring affirmation to the languages spoken by families
3. Build and sustain trust
4. Assume all families are competent
5. Involve and include families in the early educational environment and program leadership

Research has shown children on IEPs educated with non-disabled peers tend to make progress at a faster rate in the three child outcomes measured through Indicator 7. The second resource for Indicator 6 is can be found at the National Center for Pyramid Model Innovations (NCPMI). This resource provides a series of documents titled *What Works Briefs*. These briefs are short and easy to read. The first brief is an introduction to the briefs. This brief explains the "how to" of using the briefs. [WWB 1 Introduction.p65 \(usf.edu\)](#)

Since indicator 6 and 7 are closely related, next month's Indicator 6 resource will include social emotional learning and development.

**Indicator 7 – Early Childhood Outcomes** - This month's resource can also be found at NCPMI. The resource provides a guide for teaching executive skills to early childhood students using the Pyramid Model. This resource provides a table to help identify areas of need in the different areas of executive skills. The list of references at the end of the document will help guide further knowledge into executive function and how educators promote executive functions through pyramid practices to improve results for Indicator 6 and 7. [A Practice Guide for Teaching Executive Skills to Preschoolers through the Pyramid Model \(usf.edu\)](#)

**Fun and useful databases from the South Dakota State Library** - The following are free early learning resources: [BookFlix](#) (Pre-k – 3<sup>rd</sup> grade) - Read-aloud experience for young children learning to read. Helps children grow their oral vocabulary while providing academic and content vocabulary in context. [BookFlix Training Webinar](#)

[Miss Humblebee's Academy](#) (Ages 2-6)- Pre-K and Kindergarten interactive sessions in math, science, social studies, language, literacy, art, music, and social and emotional learning. [Miss Humblebee's Training Webinar](#)

[World Book Early Learning](#) (Ages 3-6) - Interactive encyclopedia with videos. [World Book Training Video](#)

### To Access South Dakota State Library Databases -

1. Go to [library.sd.gov](http://library.sd.gov)
2. Click on "Databases"
3. Scroll down then click on "Learning Express Library"
4. Alternatively, type "Learning Express Library" into the search bar



# Resources to Support Specialized Instruction and Specific Disability Areas

Each month we will feature different organizations and resources that will help you expand your toolkit to meet the needs of a variety of learners. **Disclaimer:** The information is being shared as a potential instructional or professional resource. Most are from state or nationally funded or recognized entities. Please evaluate individually to determine how it meets your needs.

- [South Dakota Possibilities](#) is a magazine put together by the Center for Disabilities that highlight people with disabilities and their journey to life after high school. The [December 2021 publication](#) highlights a young man who got a job in high school through Project Skills that turned into him owning his own business. A great resource to share with students to encourage them to follow their dreams.
- [What is Autism Spectrum Disorder?](#) Centers for Disease Control and Prevention has an information and resource page regarding Autism Spectrum Disorder.
- [Improving the Reading Skills of Middle School Students with and at Risk for Disabilities](#), the Institute of Education Sciences discusses research regarding intervention for reading skills at middle school grades.

## SD State Disability Category Resources

### Administrative Rules of South Dakota

#### Article 24:05

(There were new rules adopted that went into effect July 2020, if you have a stand alone copy of the rules please make sure you update them. You can download the whole Article on the LRC site.)

### South Dakota Special Education Programs

## **Federal Resources**

### IDEA Part B Federal Regulations

### US Department of Education

## This Month's SPED Tip(s)

**Transition to Kindergarten and the Least Restrictive Environment** - Building a strong bridge between early learning programs and the transition to elementary kindergarten is important for all students and especially for students receiving services through an IEP. When transitions to kindergarten are successful students and their families are more likely to experience better long-term school outcomes. This important process also requires a change in the students' Least Restrictive Environment. For students age 5 and enrolling in Junior Kindergarten or Kindergarten the IEP team will need to ensure the LRE code changes from a 0330 setting to a 0100 setting. A seamless transition will help the team determine which setting will potentially meet the educational needs of the student. More information on kindergarten transition can be found at:

<https://ectacenter.org/topics/transition/transtok.asp#centers>

<https://eclkc.ohs.acf.hhs.gov/transitions/article/transition-kindergarten>



## SPED Resources

Click on titles to go directly to webpage.

[SD Special Education Page](#)

[619 Preschool](#)

[State Performance Plan/Annual Performance Report](#)

[Dispute Resolution](#)

[Special Education Listservs](#)

[Administrative Rules](#)

[SD Department of Education](#)

[Birth to Three](#)

# Professional Development

*To register, please click on the training title.*

## [Transition Summer Institute 2022](#)

Hasan Davis presents on being a Hope Dealer and provides tools that help to engage, encourage, and empower students. Other sessions include Putting the Puzzle together with Indicators 1, 2, 13 & 14; adult agency roundup; student panel and their transition journey; as well as topics around mental health.

July 13-14 at Arrowwood Resort in Oacoma, SD

Early Bird Registration Fee: \$75.00 through May 20  
Registration Fee: \$95.00 May 21-June 24<sup>th</sup>

See attached flyer for registration.

## [SD MTSS Summer Education Conference - Growing Great Readers](#)

June 21-22 at Arrowwood Resort in Oacoma, SD

June 21 features Dr. Dale Webster and Erical Hidalgo from the Consortium on Reaching Excellence in Education discussion Comprehension. June 22 features Julie Sealine from Really Great Reading on Decoding and the Struggling Reader.

See attached flyer for registration.

## [Early Childhood - Indicator 7 BDI Program Labels and Notes](#)

April 13, 3:30-4:30 Central Time via ZOOM.

Participants will gain a better understanding of the Battelle Developmental Inventory Program Labels and Notes. The course is titled EC-Indicator 7-BDI-Program Labels and Notes.

## [Special Education Exit Code Training](#)

[May 2<sup>nd</sup>, 2022 3-4 pm CST](#)

[May 3<sup>rd</sup>, 2022 3-4 pm MST](#)

Training will include an explanation of exit codes, where to find exit codes for special education and general education for Infinite Campus, where to put exit code in Campus, and how to check exit code data.

Zoom link to course will be emailed to participants along with course material prior to the training.

## [Summer Science Assessment Opportunities](#)

There is a need for more science and special education teachers to apply to participate in the following activities this summer related to state assessments. Participants will be compensated for their time and have the opportunity to network with other science teachers across the state.

**Please share with your science and special education teachers and encourage them to apply for this important work!**

**Please fill out [this form](#) to apply by May 1.**

- Science Independent Alignment Study review: **June 21-23 in Pierre**
- Science Alternate Assessment Content Advisory Committee Meeting: **July 22**
- Science Alternate Assessment Achievement Level Descriptor Meeting: **July 25**
- Science Alternate Assessment Standard Setting Meeting (set cut scores): **July 26-27 (participants must attend both days)**
- Science Standard Validation Meeting (validate cut scores): **July 28-29 (participants must attend both days)**

Questions? Please email [Chris Booth](#).

## [Top 20 Training](#)

July 21-22 at Arrowwood Resort in Oacoma, SD  
Graduate credit and CEUs available.

Top 20 Training provides effective strategies and practices to develop potential for staff and students, eliminate negativity, address challenges, and enhance the culture in schools. Click here for more information on [Top 20 Training](#) and see attached flyer for more information on the July 21-22 training in Oacoma. Contact [rebecca.cain@state.sd.us](mailto:rebecca.cain@state.sd.us) with any questions.